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Although the importance of distinguishing between parental and peer figures has frequently been stressed by personality theorists, a survey of psychological literature revealed no measures of Ss' perception of the two roles. A parent-peer differentiation (PPD) measure was derived from George Kelly's Role Repertory grid. One-hundred-fifty-four Ss, ranging in age from 12 to 52 years, were divided into four groups according to age. All Ss completed the PPD measure, the Dogmatism Scale (D Scale) and Interpersonal Check List (ICL). Younger Ss made significantly more parent-peer differentiations than did older Ss. PPD scores were unrelated to the D Scale in all groups. However, PPD scores were related to sex, birth order, and one dimension of the ICL in some of the groups.

A ROLE REPERTORY GRID MEASURE OF SUBJECTS'

PERCEPTION OF PARENT-PEER

DIFFERENTIATION

by

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The importance of distinguishing between parent and peer figures has been stressed by many personality theorists. Frank (1961) said that the two major sources of stimulation of interpersonal behavior are individuals on whom one feels dependent and those whom he perceives to be like himself. Children learn early to differentiate between adult figures who have the authority or power to reward and punish, and other children who are in relatively dependent situations similar to their own. Nearer adulthood, it is no longer such a simple matter of differentiating between those powerful individuals on whom one is dependent, and others similar to ourselves, by their age alone. Parental and peer roles that may be readily perceived as related to age in childhood are continued into adulthood, although often in disguised form. It is not unusual to see a corporation president or a doctor treated with the deference first reserved for parents.

Freud, Jung, and other early psychoanalytic clinicians presented personality theories in which the individual's early emotional attachment to parent figures plays a crucial role. That such an attachment exists is a general idea in psychological literature, and can be seen in studies such as those reporting the results of parental deprivation (Bowlby, 1966; Harlow & Harlow, 1969) and studies of imprinting (Hess, 1956; Lorenz, 1957). Freud used the term transference to refer to a reinvestment of parental attachment onto a therapist, and psychoanalysis has been viewed as a process of working through this transference.

Frank (1961) studied psychotherapy in relation to persuasion and healing throughout history and in different cultures. He stressed that improvement of sick people has often depended upon the belief that some authority figure has the power to cure. Stotland (1969) reviewed a vast array of psychological literature in relation to this phenomenon of the patient's arousal of hope. Goldstein's (1962) review also pointed to the importance of a patient's expectation that help is possible. The transference of a childish reaction onto a doctorly individual has been seen by many to be an essential element of therapy.

Simultaneous with a shortage of trained psychotherapists, today's mental health movement has seen the emergence of new service models which attempt to use nonprofessionals in helping roles (Grosser, Henry, & Kelly, 1969; Guernsey, 1969; Rieff & Riessman, 1965; Scheibe, Kulik, Hersch, & LaMacchia, 1969). Many therapists are trying to veer away from the traditional medical model, and perhaps the use of nonprofessionals may avoid transference altogether. New techniques, such as sensitivity training and encounter groups, employ peers as the major agents of change instead of a single authority figure.

It may be that some people need the presence of a benevolent authority, or parent figure, to improve. Possibly a useful clinical measure can be developed to the point where it can be predicted whether a particular patient would fare better with a parent figure or a more peer-like helper. Before such a measure can be developed, it would seem necessary to evaluate the way people make differentiations regarding parental and peer roles.

The purpose of this paper was to work toward clarification of the idea of parent-peer differentiation (PPD). An attempt was made to operationally define PPD and to demonstrate a technique for measuring it. Steps were taken toward construct validation.

A Parent-Peer Differentiation Measure

Kelly (1955) asserted that each person evolves for himself a large number of constructs, which are personal, bipolar abstractions, that are used to structure aspects of a person's interpersonal world. His Role Repertory Technique is a procedure for eliciting constructs from a testee. The S is given a list of roles and is asked to identify the people who played these roles in his life. The S performs a sorting task. He is presented combinations of three people and asked to say how two are alike but different from the third. In completing this procedure, an S invokes the personal dimensions with which his own personal life space is structured. Kelly stated his impression that Ss focus intently on the allotment of persons into constructs, and seem unaware of the examiner's interest in seeing Ss' ways of perceiving individuals, or similarity between individuals and groups.

The form of Role Repertory Technique used in this study, that is, the PPD measure, requires Ss to name six parental figures and six peer figures, and to sort twelve different groupings of three figures. Operationally, a PPD construct is a construct for which S describes four of the six parent figures as being alike, while at the same time four or more of the peer figures are alike, but these parent and peer figures are at the opposite ends of the construct dimension in question.

The number of differentiating constructs is then added, producing a numerical score that is directly comparable with other scores.

Exploratory Studies

A similar measure of PPD, derived from Kelly's Role Repertory grid procedure, was used in exploratory efforts (North & Biggerstaff, 1969). The first experiments were aimed toward showing that the number of PPD constructs changes when Ss are under stress. The Ss who had first completed the Role Repertory Technique were asked to mentally simulate either a hurt, angry, or different emotional state, and then to complete the grid a second time. The Ss in the "hurt" and "different" groups showed a slight decrease in differentiating constructs, while those in the "angry" group showed a statistically significant increase. Clarification of these results was attempted by repeating the same procedure using only "hurt" and "different" groups. The results were not statistically significant. The Ss were also asked to describe the remembered event. Analysis showed that Ss who had imagined a parental tragedy made a few more differentiations than Ss who had included only peers in their descriptions, although the difference was not statistically significant.

The next study related PPD to Ss' preferences for therapy. The Ss' reports of their own interpersonal behavior were determined by their responses on LaForge and Suczek's (1955) Interpersonal Check List (ICL) and were related to PPD. The few interesting relationships were low, and they require cross-validation; but there was a tendency for high parent-peer differentiators to prefer traditional psychoanalytic

therapy instead of encounter groups, client-centered therapy, or behavior modification, and to want closeness without intervention from a therapist. The pattern is somewhat suggestive that high parent-peer differentiators tended to be conscientious, denying docility and dependence, and ambivalent about authoritative help.

Another study involved consideration of authoritarianism as measured by Rokeach's (1960) Dogmatism Scale (D Scale). Since authoritarianism reflects reliance on external and personal guidance, it was thought that those who make more PPDs are those most inclined toward authoritarianism. A statistically significant tendency was found for low parent-peer differentiators to tend toward extremely high and low dogmatism scores, while high parent-peer differentiators tended toward middle dogmatism scores.

Aims of the Present Study

This study was directed toward construct validation. The PPD measure was related to age. Explorations with the ICL, D Scale, birth order, and sex were also related to PPD.

Age. Probably the most obvious and crucial variable involved in consideration of an S's tendency to differentiate between parental and peer roles is that of his age. Children live in a world which is divided into "big" and "little" people to a much greater extent than do adults. If the PPD measure is valid, one should be able to demonstrate that younger Ss show more PPD than do older people. This expected relationship of PPD to age was not examined in previous explorations, where Ss were all female college sophomores. The present study includes

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Ss ranging in age from 12 to 52 years.

Interpersonal Check List. The ICL was used to determine if there are any specific personality characteristics which are related to the number of PPD constructs shown by Ss. The only statistically significant relationship found previously with female sophomores was a tendency for high parent-peer differentiators to describe themselves so as to appear low in docility and dependence. The present study attempted to determine how personality characteristics, as reflected by Ss' ICL behavior, are related to different age groups, with respect to the PPD measure.

The ICL is based on Leary's interpersonal diagnosis of personality (1957). This system contends that personality theories should hold for both adjustive and maladjustive behaviors, and that normality and abnormality should be defined as different points on the same measurement continuum. The conceptual terminology of this list attempts to include the entire range of human activity. Normality is considered to be an equilibrium of all levels of personality, such that the mild distortions at some points are moderately counterbalanced at others. The ICL was designed to measure a number of variables defined by Leary's system, although it was also intended to be used as a tool of general usefulness in research independent of the use of the theory.

Form IIIb of the ICL, used in this study, is comprised of 144 words which are ordered in terms of a classificatory system made up of 16 basic interpersonal dimensions. These dimensions are graphically arrayed in a circular continuum which defines the relationship between them. Similar dimensions are adjacent, and ends of dimensions are at

opposite points on a circle. For convenience in scoring, adjacent sixteenths may be combined into octants. Scores for the octants are calculated according to a published key. A more concise scoring is accomplished by summarizing all of the scores in terms of two major axes, forming scores called dominance-submission and love-hate.

Authoritarianism. Previously, authoritarianism was found to be significantly related to PPD. Low parent-peer differentiators tended toward either extremely low authoritarian scores or extremely high scores. The high PPD scorers tended toward middle authoritarianism scores. In the present study, it was hoped to clarify these results by finding out if this relationship remains stable throughout different age groups.

The D Scale was chosen as the measure of authoritarianism because, although it is similar to the California F Scale (Adorno, Frenkel-Brunswick, Levinson, & Sanford, 1950), it does not include the political overtones of left and right wing. Rokeach's experiments verified those of earlier investigators (Adorno, et al., 1950). People who rejected one particular group, such as an ethnic group, also tended to reject other minority groups.

Birth Order. Another variable rationally related to PPD is birth order. Altus (1966) found that first born children tended to be adult-oriented and conscientious. It was felt that people who are adult-oriented would be more concerned with what is parent and what is peer, and therefore first born people would demonstrate more PPD than would later born people. Previously, female sophomores' responses were in

the expected direction, although the chi square statistic was not significant.

Sex. Since the intensity of many personality characteristics are augmented or diminished by sex differences, Ss in the present study were of both sexes. The effort was to determine whether or not PPD is more culturally prepotent for one of the sexes.

METHOD

Subjects

A total of 154 Ss participated in this study. The youngest Ss, ranging in age from 12 to 17, were middle-class teen-agers contacted through the Teen-age Club Council of Burlington, North Carolina. All other Ss, ranging in age from 19 to 52, were enrolled in psychology or education courses at The University of North Carolina at Greensboro 1969 summer session.

Procedure

All Ss followed the same testing procedures. Each S was given a number, which he wrote on all of his questionnaires, so that he could remain anonymous. The Ss were first asked their age, sex, and birth order. They were administered a modified version of Kelly's Role Repertory grid, which consists of 12 different roles, with 12 different triads (see Appendix A for copy). The instructions, given orally, were as follows:

Write the word "self" at the top of the first column in the grid. At the top of the second column write the initials or first name of your mother, or the person who has been most like a mother to you. At the top of the third column, write the initials of a brother or sister, or if you have no brothers or sisters, write in the person who has been the nearest thing to a sibling in your life. Continue in like manner across the top of the columns with the following people: (4) father, (5) sibling, (6) parent,

(7) peer, (8) parent, (9) peer, (10) parent, (11) peer, (12) parent. By parent, we mean someone in your life other than your mother or father whom you think has "parental-like qualities." Be sure not to use the same person more than once.

Now consider the first row of squares. Note that the three squares under columns 1, 4, and 5 have circles in them. This means that you are to consider the three people whose names appear at the top of these columns. Think about a way in which two of them are alike, but different from the third, that is, some important personal way that distinguishes two of them from the third. Put a plus mark in the two circles corresponding to the two that are alike, and a minus mark for the one who is different. Now write in the blank under "construct" the word or short phrase that tells how these two are alike.

Consider each of the other nine persons whose names appear at the heads of the other columns. In addition to the persons whom you have marked with a plus, which ones also have this important characteristic? Put a plus mark under the name of each person who has this characteristic, and a minus under the name of those who do not have it.

Next think about the circles in the second row, and the people designated by numbers 3, 9, and 11. Complete the test the same way you did the first row.

The Ss next completed Rokeach's D Scale, with instructions printed on the questionnaire (see Appendix B for copy). Last they were given the ICL, with instructions orally stated to "check all the items that apply

to you" (see Appendix C for copy).

Scoring Methods

PPD scores were calculated from the Role Repertory Technique. An S's score was the number of constructs of which he reported a minimum of four of the six parental roles as alike regarding the particular construct, while viewing four of the six peer figures as being on the opposite end of the construct dimension.

Scores from the D Scale were calculated as suggested by Rokeach (1960). After a constant of four was added to each number, the converted numbers were added to produce an S's score.

Scores were obtained for each of the octants of the ICL by adding the numbers representing the intensity of each item checked that belonged to a particular octant, as prescribed by the authors of the ICL (Suczek & LaForge, 1955). A two-dimensional representation of interpersonal space for summarizing behavior, based on managerial-autocratic and cooperative-conventional dimensions as two arbitrarily selected directions, is designated "Dom" and "Lov" for dominance-submission and love-hate. The formulae derived by Suczek and LaForge (1955) were used in the present study:

$$\text{Dom} = \text{AP} - \text{HI} + .7 (\text{NO} + \text{BC} - \text{FG} - \text{JK})$$

$$\text{Lov} = \text{LM} - \text{DE} - .7 (\text{NO} - \text{BC} - \text{FG} + \text{JK})$$

Each of the two-digit letters in these formulae refer to a particular personality dimension.

For purposes of data analysis of the ICL and D Scale, Ss were divided into four groups, based on their ages: Group I, 12 to 18,

N = 37; Group II, 19 to 22, N = 33; Group III, 23 to 27, N = 39;
Group IV, 28 to 52, N = 44. Chi squares were calculated separately
for each of these four groups of Ss.

RESULTS

Age

Analysis of the relationship of age to PPD (Table 1) showed that there was a strong, clear, relationship between age and PPD in the predicted direction ($X^2 = 22.10$, $df = 4$, $p < .001$). Younger Ss did show more PPD than older Ss.

Authoritarianism

As can be seen in Tables 2 and 3, the previous results did not receive further support. There was no significant difference between low and high scoring PPD Ss regarding the D Scale for any of the age groups. When the separate components of the scale labeled "authoritarianism," "beliefs," and "intolerance," (Tables 4, 5, and 6) were analyzed, no significant differences were found there either.

Interpersonal Check List

As can be seen in Table 7, previous results were not repeated. A statistically significant relationship between PPD and ICL octant score occurred for the self-effacing masochistic dimension in the group aged 23 to 27. The low scoring PPD Ss rated themselves so as to appear to be high in self-effacing masochistic tendencies, while the high scoring PPD Ss rated themselves so as to appear low in this dimension ($X^2 = 6.81$, $df = 1$, $p < .01$).

Tables 8 and 9 show that the ICL yielded a significant result regarding the two polarities of dominance-submission and love-hate. With Ss aged 23 to 27, low PPD scores were associated with low Dom

scores, and high PPD with high Dom ($X^2 = 3.80, df = 1, p < .05$).

Birth Order

Table 10 shows that there was a significant tendency for low PPD Ss to be first born, and high PPD Ss to be later born, in the youngest group ($X^2 = 4.21, df = 1, p < .05$). However, there was a reversed tendency for the oldest group. The Ss aged 28 to 52 who were high PPD Ss tended to be first born, while the low PPD Ss tended to be later born ($X^2 = 4.46, df = 1, p < .05$).

Sex

In the group aged 12 to 17, a significant relationship was found between PPD and sex (Table 11). More low PPD scorers were female, and more high PPD scorers were male ($X^2 = 5.97, df = 1, p < .05$).

Table 1

Chi Square Analysis of Relationship of Age to PPD

PPD	1-20 Years	21-27 Years	28-52 Years	χ^2
Low	7	18	16	22.10
Medium	23	32	24	
High	22	7	4	

 $p < .001$

Table 2
Chi Square Analysis of Relationship of D Scale to PPD

Group	PPD	Low D Scale	High D Scale	χ^2
I	Low	3	7	.46
	High	11	15	
II	Low	9	8	1.73
	High	12	4	
III	Low	9	13	1.23
	High	10	7	
IV	Low	16	5	2.04
	High	11	9	

Table 3
Chi Square Analysis of Relationship of Ends vs. Middle
of D Scale to PPD

Group	PPD	Low and Hi D	Middle D	χ^2
I	Low	6	4	0
	High	14	12	
II	Low	8	9	.22
	High	6	10	
III	Low	6	16	.83
	High	7	10	
IV	Low	11	9	.1
	High	10	10	

Table 4
 Chi Square Analysis of Relationship of "Authoritarianism"
 Component of D Scale to PPD

Group	PPD	Low Auth.	High Auth.	χ^2
I	Low	3	7	2.20
	High	15	11	
II	Low	7	10	.73
	High	9	7	
III	Low	10	12	.19
	High	9	8	
IV	Low	9	12	0
	High	9	11	

Table 5
Chi Square Analysis of Relationship of "Beliefs"
Component of D Scale to PPD

Group	PPD	Low Beliefs	High Beliefs	χ^2
I	Low	5	5	1.13
	High	8	18	
II	Low	8	9	.06
	High	8	8	
III	Low	11	11	1.66
	High	12	5	
IV	Low	10	11	.20
	High	11	9	

Table 6
 Chi Square Analysis of Relationship of "Intolerance"
 Component of D Scale to PPD

Group	PPD	Low Intol.	High Intol.	χ^2
I	Low	2	8	.01
	High	6	20	
II	Low	4	13	2.49
	High	8	8	
III	Low	13	9	.28
	High	11	6	
IV	Low	14	7	1.14
	High	16	4	

Table 7

Chi Square Analysis of Relationship of ICL Octants to PPD

Octant AP (Managerial-Autocratic)				
Group	PPD	Low AP	High AP	χ^2
I	Low	6	4	1.36
	High	10	16	
II	Low	8	9	.03
	High	8	8	
III	Low	11	11	.03
	High	9	8	
IV	Low	12	10	.89
	High	8	12	
Octant BC (Competitive-Narcissistic)				
Group	PPD	Low BC	High BC	χ^2
I	Low	9	2	2.86
	High	14	12	
II	Low	11	6	.02
	High	10	6	
III	Low	11	11	0
	High	9	8	
IV	Low	10	12	0
	High	9	11	

Table 7 (continued)

Octant DE (Aggressive-Sadistic)				
Group	PPD	Low DE	High DE	$\frac{2}{X}$
I	Low	6	4	1.36
	High	10	16	
II	Low	6	11	.73
	High	8	8	
III	Low	10	12	1.43
	High	11	6	
IV	Low	13	9	.34
	High	10	10	
Octant FG (Rebellious-Distrustful)				
Group	PPD	Low FG	High FG	$\frac{2}{X}$
I	Low	5	5	.16
	High	15	11	
II	Low	11	6	1.60
	High	7	9	
III	Low	16	6	2.80
	High	11	6	
IV	Low	15	7	.90
	High	11	9	

Table 7 (continued)

Octant HI (Self-effacing-Masochistic)				
Group	PPD	Low HI	High HI	$\frac{2}{X}$
I	Low	4	6	.28
	High	8	17	
II	Low	13	4	1.51
	High	9	7	
III	Low	9	13	6.81 **
	High	14	3	
IV	Low	18	4	1.54
	High	13	7	
Octant JK (Docile-Dependent)				
Group	PPD	Low JK	High JK	$\frac{2}{X}$
I	Low	4	13	.15
	High	5	12	
II	Low	5	5	1.04
	High	8	17	
III	Low	11	11	.24
	High	10	7	
IV	Low	13	9	.83
	High	9	11	

Table 7 (continued)

Octant LM (Cooperative-Overconventional)				
Group	PPD	Low LM	High LM	$\frac{2}{X}$
I	Low	1	9	0
	High	5	21	
II	Low	7	10	0
	High	8	8	
III	Low	9	13	0
	High	7	10	
IV	Low	7	15	2.30
	High	11	9	
Octant NO (Responsible-Hypernormal)				
Group	PPD	Low NO	High NO	$\frac{2}{X}$
I	Low	2	8	2.06
	High	12	14	
II	Low	9	8	1.39
	High	5	11	
III	Low	15	7	.94
	High	9	8	
IV	Low	11	11	.10
	High	9	11	

**p < .01

Table 8
 Chi Square Analysis of Relationship of Dominance-
 Submission to PPD

Group	PPD	Low Dom.	High Dom.	χ^2
I	Low	3	7	1.01
	High	12	14	
II	Low	9	8	0
	High	9	7	
III	Low	12	10	3.80*
	High	4	13	
IV	Low	10	11	3.44
	High	4	16	

* $p < .05$

Table 9

Chi Square Analysis of Relationship of Love-Hate to PPD

Group	PPD	Low Lov.	High Lov.	χ^2
I	Low	3	7	1.01
	High	12	14	
II	Low	9	8	0
	High	9	7	
III	Low	12	10	3.80*
	High	4	13	
IV	Low	10	11	3.44
	High	4	16	

* $p < .05$

Table 10

Chi Square Analysis of Relationship of Birth Order to PPD

Group	PPD	First Born	Later Born	χ^2
I	Low	7	3	4.21*
	High	8	17	
II	Low	10	7	.25
	High	8	8	
III	Low	12	10	.27
	High	10	6	
IV	Low	8	15	4.46*
	High	14	7	

*p < .05

Table 10

Chi Square Analysis of Relationship of Birth Order to PPD

Group	PPD	First Born	Later Born	χ^2
I	Low	7	3	4.21*
	High	8	17	
II	Low	10	7	.25
	High	8	8	
III	Low	12	10	.27
	High	10	6	
IV	Low	8	15	4.46*
	High	14	7	

* $p < .05$

Table 11
Chi Square Analysis of Relationship of Sex to PPD

Group	PPD	Males	Females	χ^2
I	Low	1	9	5.97*
	High	14	12	
II	Low	3	14	0
	High	2	14	
III	Low	7	15	.36
	High	7	10	
IV	Low	4	19	.28
	High	5	16	

* $p < .05$

DISCUSSION

Summary of Results

Age. The central hypothesis that younger Ss are higher parent-peer differentiators than are older Ss received strong statistical support at the .001 level of significance. Certainly the young are called on daily to differentiate between the two roles in many diverse situations. They are taught to treat parents, teachers, and adults in general with a politeness or respect they are not required to extend to peers. Adults normally have fewer people to interact with in this reserved manner, such as those in a position of higher rank on the job. As one grows older, his daily life depends on a decreasing number of parental figures, and some people who were once parental figures eventually become peers.

Interpersonal Check List. The one significant relationship regarding PPD and the ICL in a previous sample of college sophomores, was a tendency for high PPD scorers to describe themselves as denying docility-dependence, while low PPD scorers described themselves so as to appear high on the docility-dependency dimension ($\chi^2 = 6.81$, $df = 1$, $p < .01$). There was no significant relationship found regarding this ICL dimension for any age group in the present sample. The significant relationship with the present sample was in the adjacent ICL dimension, self-effacing masochistic. This statistic was significant at the .01 level of confidence, and was in the same direction; that is, high scoring PPD Ss described themselves so as to appear low in self-

effacing masochistic tendencies, while low scorers appeared higher on this dimension, for age group 23 to 27. As pointed out in the introduction, the ICL was designed so that adjacent octants are similar in meaning. However, since the scores of the group aged 18 to 20 were insignificant regarding either of these two octants, and that is the group in the present study nearest in age to the previous sample, more information would be needed before speculating about the meaning of these results. The temptation is strong to focus on the one test that turned out significant, and to overlook the fact that many tests were carried out. However, as the number of tests increase, the probability of a spuriously significant result occurring tends to increase as well. In other words, given enough significance tests, one result is most likely to be significant due to chance (Hays, 1963).

For the group aged 23 to 27, high PPD scores were associated with high dominance scores, with the results just barely being significant at the .05 level of confidence. The group aged 28 to 52 yielded results in the same direction that did not quite reach statistical significance. At present, a slight tendency can be seen for high scoring PPD Ss from our sample, 23 years and older, to be more dominant individuals, while low scoring Ss are more submissive.

Authoritarianism. The relationship between PPD and dogmatism received no statistical support in any of the age groups. Previously, high PPD scorers were associated with middle scores on the D Scale, and low PPD scorers with the lowest and highest D Scale scores ($\chi^2 = 5.72$, $df = 2$, $p < .05$).

Birth Order. Two previous samples of female college sophomores had revealed that high PPD Ss tended to be first born, and low PPD Ss second born, but neither sample yielded significant results. For Ss in the oldest group, aged 28 to 52, there was a significant tendency for high parent-peer differentiators to be first born, while low parent-peer differentiators were later born, as predicted from previous samples. However, there was a statistically significant relationship in the opposite direction for the teen-age group.

Sex. Sex was included as a variable in this study in order to determine whether or not one sex would demonstrate a greater amount of PPD than the other. Only one of the four age groups showed significant differences. For the youngest group, aged 12 to 17, more low PPD scorers were female, and more high PPD scorers were male.

Construct Validation

Cronbach and Meehl (1955) suggested that if understanding of a construct leads one to expect two groups to differ on a test, one way to expand the nomological network surrounding the construct is to test this expectation directly. Thinking about PPD led to the hypothesis that younger people must invoke such differentiations more frequently than older people, and therefore younger people as a group would produce more differentiations in the grid. There were only a few Ss in the youngest group whose scores revealed no differentiations, and there were few in the oldest group who made as many differentiations as the majority of younger Ss did. The hypothesis did receive strong statistical support.

Another way to proceed with validation of a newly defined construct is to relate it to other constructs that are widely used in the literature, and that already have a body of knowledge connected with them. If the PPD construct has theoretical value, and if the technique used to measure it is to have utility as a research tool or possible clinical device, the construct and tool cannot remain merely an interesting, but isolated, phenomenon. If the PPD scores can be empirically connected to results of other kinds of personality tests, the scores will gain in usefulness, and possibly have predictive value regarding other characteristics. It seemed necessary to try to see if PPD is related to general, underlying personality traits as a first step in this direction. Although the results with the ICL and D Scale lead to few statistically significant results, the theoretical relationships underlying PPD are such that one does not need to expect very high correlations with other measures at this stage of exploration. At the exploratory stage, few predictions are generated that require strong statistical support.

Parent-Peer Differentiation Technique

Before drawing conclusions about a construct, the technique for measuring it should be examined. As pointed out in Technical Recommendations for Psychological Tests and Diagnostic Techniques (1954), for many constructs it is not a question of finding an imperfect criterion, but of finding any criterion at all. "The psychologist interested in construct validity for clinical devices is concerned with making an estimate of a hypothetical internal process, factor, system, structure,

or state, and cannot expect to find a clear unitary behavioral criterion." It is possible that PPD is too subtle to be picked up by the present technique. This situation may resemble that of the early psychoanalytic movement, where constructs were frequently so covert that a direct measure could not be made. An underlying construct such as PPD may be too latent, with diverse behavioral manifestations, to allow clear prediction of specific behaviors.

Interest in PPD arose in part because of the hope that it reflects some basic personality attribute, which if measurable, would allow prediction. Jung had such a hope when he discussed archetypes, and Frank (1961) when he divided sources of interpersonal behavior into those on whom one feels dependent, and those who are seen as being like ourselves. It may be that this measure does tap such a construct, but that it also taps another construct, namely an inclination to react to people in terms of their social role more readily than in terms of other characteristics. Subject A, for example, may have a strong tendency to differentiate between parents and peers, but he may tend to react to people in terms of their social roles too. Subject B may have a strong tendency to react to people in terms of a wide array of personality characteristics while also having a strong tendency to differentiate between parents and peers. Subject C may never have developed a need to differentiate between parents and peers, and thus have little conception of the difference between them. Subject D may also have little conception of the difference between parental and peer roles, while emphasizing social roles in his dealings with people.

Theoretically, Ss A and B should score higher on the PPD measure than C and D, but since social norms regarding roles can vary independently of PPD, Ss A and D may receive the higher scores. There is also always the possibility that some unsuspected kind of test-taking bias or surface characteristic can mask the results.

Further Research Possibilities

All of the Ss participating in PPD exploration have been students. The conclusions of this study are based on a fairly homogeneous sample, with the younger Ss all from the same high school, and the older Ss students in psychology or education courses at the same university. Samples of Ss taken from different kinds of populations may add to present knowledge. For example, Freud spoke of neurotics as being more liable to have a transfer neurosis than a psychopath (Freud, 1963). Therefore perhaps neurotic people would be more inclined to higher PPD scores than psychopaths would.

Different types of exploration with the PPD construct may give greater weight to construct validity. The grid technique has been used exclusively to measure the construct. A different measure can be derived from standard projective techniques. Cards can be selected from the Thematic Apperception Test (Murray, 1943) and Symonds Picture-Story Test (Symonds, 1948). Cards 6BM, 12F, 7GF, 6GF, 7BM, and 2 from the Thematic Apperception Test, and cards B2, B8, A7, and B4 from the Symonds Picture-Story Test are appropriate stimulus cards, since they portray interpersonal action with characters of different ages. Ss would be told to make up a story about the people in the

cards, relating the situation, how the figures feel about each other, and how the situation is resolved. The picture story responses can be scored in three ways. The first consists of the number of times age-related terms are directly specified, such as numerical designations of age, or terms like "mother," "father," and "boyfriend." The second measure is for independent judges to determine overall age consciousness on each card. The third measure involves cataloging constructs from the grid technique that have been found to differentiate between parents and peers in previous studies. A score would be derived by counting the number of constructs used in each protocol.

One further approach toward construct validation is to experimentally manipulate relevant variables pertaining to PPD. The amount of PPD is expected to change during certain emotional situations. Previous work found that one small sample of female sophomores showed an increase in PPD when instructed to retake the Role Repertory Technique under a condition of recollection of deep anger. Such a finding should be cross-validated. There are many other theoretically different ways to experimentally manipulate variables related to PPD.

SUMMARY

Although the importance of distinguishing between parental and peer figures has frequently been stressed by personality theorists, a survey of psychological literature revealed no measures of Ss' perceptions of the two roles. A parent-peer differentiation (PPD) measure was derived from Kelly's Role Repertory grid. One-hundred-fifty-four Ss, ranging in age from 12 to 52 years, were divided into four groups on the basis of age: Group I, 12 - 17; Group II, 19 - 22; Group III, 23 - 27; Group IV, 28 - 52. The Ss' PPD scores were compared with their scores on the Dogmatism Scale (D Scale) and the Interpersonal Check List (ICL), as well as with their sex, age, and birth order.

As hypothesized, younger Ss made significantly more PPDs than did older Ss. The D Scale was unrelated to the PPD measure in all the groups. High scoring PPD Ss in Group III were associated with low scores on the self-effacing masochistic dimension of the ICL, and low scoring PPD Ss were associated with high scores. The Ss scoring high on PPD in Group III were associated with high dominance scores, and those who scored low on the PPD measure also scored low in dominance. Low scoring PPD Ss tended to be first born in Group I, but this trend was reversed in Group IV. Males in Group I obtained higher PPD scores than did females.

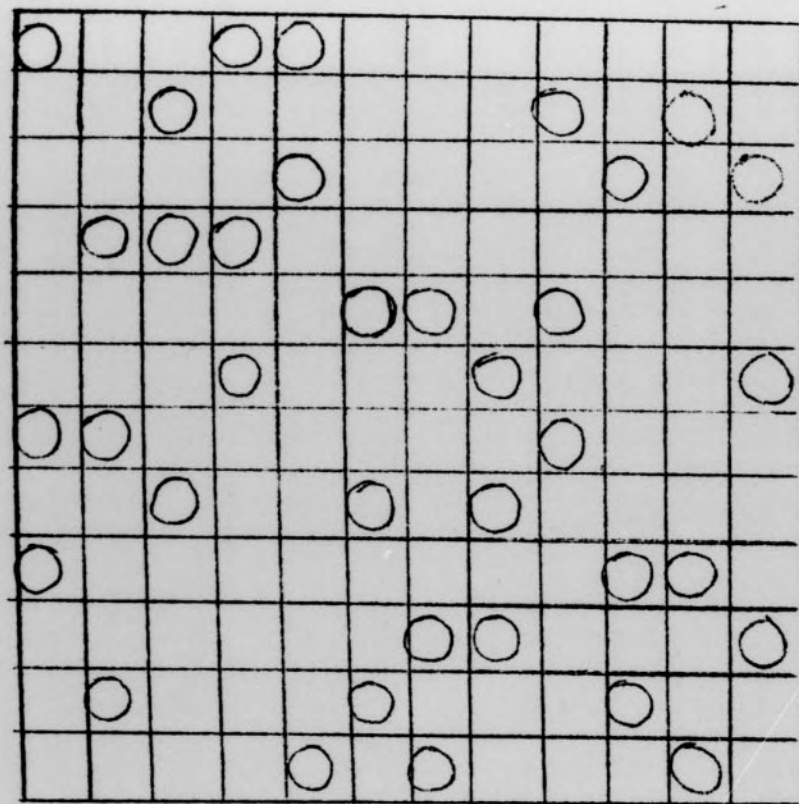
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APPENDIX A

The Role Repertory Technique by G. A. Kelly



construct

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

APPENDIX B

The Dogmatism Scale by M. Rokeach

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I AGREE A LITTLE
+2: I AGREE ON THE WHOLE
+3: I AGREE VERY MUCH

-1: I DISAGREE A LITTLE
-2: I DISAGREE ON THE WHOLE
-3: I DISAGREE VERY MUCH

1. The United States and Russia have just about nothing in common.
2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
5. Man on his own is a helpless and miserable creature.
6. Fundamentally, the world we live in is a pretty lonesome place.
7. Most people just don't give a "damn" for others.
8. I'd like it if I could find someone who would tell me how to solve my personal problems.
9. It is only natural for a person to be rather fearful of the future.
10. There is so much to be done and so little time to do it in.
11. Once I get wound up in a heated discussion I just can't stop.
12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
14. It is better to be a dead hero than to be a live coward.
15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.
16. The main thing in life is for a person to want to do something important.
17. If given the chance I would do something of great benefit to the world.

18. In the history of mankind there have probably been just a handful of really great thinkers.
19. There are a number of people I have come to hate because of the things they stand for.
20. A man who does not believe in some great cause has not really lived.
21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
22. Of all the different philosophies which exist in this world there is probably only one which is correct.
who
23. A person/gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.
24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
29. A group which tolerates too much differences of opinion among its own members cannot exist for long.
30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
31. My blood boils whenever a person stubbornly refuses to admit he's wrong.
32. A person who thinks primarily of his own happiness is beneath contempt.
33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.
36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
37. The present is all too often full of unhappiness. It is only the future that counts.

- ___ 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."
- ___ 39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
- ___ 40. Most people just don't know what's good for them.
- ___ 41. The order (or essence) of the world is embodied in a person-like and supreme being.
- ___ 42. The order (or essence) of the world is an impersonal matter.

APPENDIX C

The Interpersonal Check List by R. LaForge and R. Suczek

able to give orders
accepts advice readily
able to take care of self
admires and imitates others
able to doubt others
affectionate and understanding
able to criticize self
acts important
agrees with everyone
always ashamed of self
always giving advice
apologetic
always pleasant and agreeable
appreciative
big-hearted and unselfish
bitter
boastful
bossy
businesslike
can be indifferent to others
cold and unfeeling
can be strict if necessary
clinging vine
can complain if necessary
complaining
can be frank and honest
can be obedient
considerate
cooperative
critical of others
cruel and unkind
dependent
dictatorial
distrusts everybody
dominating
eager to get along with others
egotistical and conceited
easily fooled
encouraging others
easily led
easily embarrassed
enjoys taking care of others
expects everyone to admire him
firm but just
fond of everyone
forceful
forgives anything
frequently disappointed
frequently angry
friendly
generous to a fault
friendly all the time
gives freely of self
good leader
grateful
hard boiled when necessary
helpful
hard hearted
impatient with others mistakes
hard to impress
hardly ever talks back
independent
irritable

jealous
kind and reassuring
lacks self-confidence
lets others make decisions
likes responsibility
loves everyone
likes to compete with others
makes a good impression
likes to be taken care of
manages others
likes everybody
meek
modest
obeys too willingly
often admired
often gloomy
outspoken
often unfriendly
often helped by others
overprotective of others
oversympathetic
passive and unaggressive
proud and self-satisfied
rebels against everything
resentful
resents being bossed
respected by others
sarcastic
self-confident
self respecting
shrewd and calculating
self reliant and assertive
self punishing
self seeking
selfish
shy
skeptical
slow to forgive a wrong
sociable and neighborly
somewhat snobbish
spineless
spoils people with kindness
stern but fair
straightforward and direct
stubborn
tender and soft hearted
thinks only of himself
timid
too easily influenced by friends
too lenient with others
touchy and easily hurt
too willing to give to others
tries to comfort everyone
very respectful of authority
tries to be too successful
trusting and eager to please
usually gives in
very anxious to be approved of
wants everyone's love
will believe anyone
wants everyone to like him
wants to be led
warm
well thought of
will confide in anyone

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